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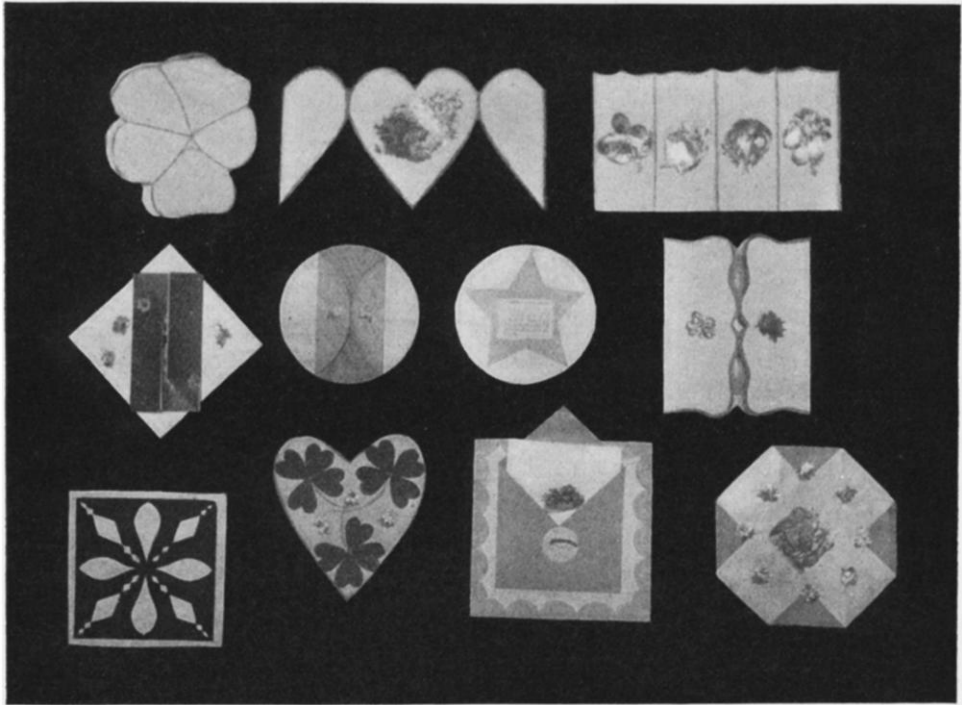
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SUGGESTIONS FOR VALENTINES

on itself three times, cut in design while folded, and mounted on white bristol-board $4\frac{1}{4} \times 4\frac{1}{4}$.

No. 9. Bristol-board 4×5 inches, cut into heart shape, with three large flowers and three small ones pasted on it. The petals of the larger ones are made of hearts, and the stems are done with gilt paint (white bristol-board and red hearts).

No. 10. Square of gray bristol-board 5×5 , with purple half-circles around edges, and mounted on it a purple square folded into shape of envelope, with picture on a card inside.

No. 11. Five-inch squares of pink, blue, and gray paper, folded so that the corners of the blue and gray papers folded together alternate with the pink.

MARY HOWELL.

First and Second Grades

Harriet T. B. Atwood

History: Study of the Eskimo. The study of our February landscape will be the starting-point for the history of this month. The children realize that winter has some influence upon their own manner of living; i. e., kind of clothing worn, heating of houses, kinds of food, games, and sports, etc. The influence of environment can, however, be felt by the children much

more keenly at this time in the study of a primitive people, who actually live in winter conditions during the far greater portion of the year. A great advantage is offered for the study of the Eskimo in the excellent collection exhibited at the Field Columbian Museum. The work will be taken up as follows:

I. Constructive study of Arctic landscape.

Arctic scenes will be drawn by the children upon the blackboard. The images which the children have of an Arctic scene will of course at first be largely based upon their images of our winter landscape, and the pictures which the children draw will thus contain many inaccuracies. By degrees, through the study of many pictures, descriptions given by the teacher, and simple descriptions which the children can read for themselves, many of these inaccuracies will be eliminated. Two large backgrounds will then be drawn upon the blackboard by the children, one showing winter conditions and the other summer conditions in the Arctic regions. The plants, birds, animals, etc., will be pictured by means of paper-cutting, painting, and drawing, and these will be added to the landscape.

II. Study of people who might be living in in such conditions.

1. What kind of houses would you expect to see in winter? In summer? What clothes would the people have? What food could they find? What kinds of tools and weapons could they make? How could they travel? What would they do in winter? In summer? What would be the games and sports of the children?

III. Trip to Field Columbian Museum to see how the people really did live.

1. What changes have come about among those Eskimo who have come in contact with peoples from the southern countries? What things have we which would help the Eskimo to live more happily in their cold country? What things have the Eskimo which are of value to us? What is the relative value of fur, wood, iron, etc.? Reasons.

Literature: A. E. Allen, *Story of St. Valentine*; *The North Story of How the Robin Got his Red Breast*; *The Secret of Fire*, Cooke's *Nature Myths*; *The White Seal*, Rudyard Kipling; *Mudjekeewis and Mishe-Mokwa*, and *Story of Kabibonokka*, Longfellow's *Hiawatha*; *Northern Legend of Jack and Jill*.

Speech, Oral Reading, and Dramatic Art:

I. Phonic games and training in hearing and reproducing sounds, paying special attention to the opening of the mouth and sending out of tone. 1. Dramatization of portions of the *Story of Kabibonokka*. 2. The children are studying and expressing through drawing the real life of Eskimo men, women, and children as they are engaged in their various occupations; and the most natural thing, and the most helpful to the drawing, will be for them to act out in their own bodies these scenes; as, for

example: The Eskimo riding on his sled, driving his dogs, and handling his long whip; the hurling of the spear and harpoon from a boat; and the children's games, such as sliding down hill and playing spearing.

II. Poems: *Far Away in the Northland*, Alice Cary, and *Valentine's Day*, will be studied and recited.

Geography: Study of our winter landscape. Study of the Arctic landscape in summer and in winter by means of many pictures and stereopticon views. Experiments to show manner in which ice cakes of various shapes float in water, packing of snow to form ice. Observation of ice packs along shore of Lake Michigan, and drifting of snow by wind. Comparison of snow after fresh snow-fall with the granular snow which has lain on the ground for some time.

Art: Decoration of valentines; painting of February landscape from windows of Academy of Science building; illustration of Northern landscape on gray paper by means of chalk; drawing of implements used by the Eskimo; drawing of Eskimo men, women, and children engaged in their various occupations, games, and sports; modeling of animals found in the far North, as the reindeer, polar bear, Eskimo dog, seal, walrus, etc.

Industrial Art: Dressing of Eskimo doll in skins; making of harness for dogs.

Nature Study: I. Study of foods. 1. List of foods eaten every day. Record of food each child likes best. 2. Sources of food, whether plant or animal. 3. Uses of food. 4. Constituents of foods. Test for starch with iodine. Need of mastication of starchy foods. Test for albumen by heating. Test for carbon by burning. Test for fat. 5. Making of bill of fare for each child in winter; in summer. 6. Making of bill of fare for Eskimo child.

II. Study of birds which are winter residents of Lincoln Park. Visit to Academy of Science to study stuffed specimens.

III. Study of winter condition of trees and shrubs. Experiment to prove presence in the frozen ground of seeds capable of germination, by bringing some of the earth indoors and keeping it warm and moist.

Music: (MISS GOODRICH.) The work of these grades advances in the general direction already indicated. The growth in expressiveness is due chiefly to the individual singing which has been found to be the economical means of securing good

hurdles. The floor must be marked to get right distance for steps between hurdles.

Free Gymnastics: Form and leg movements with music.

Games: Catch ball, bean bags in a circle, circle ball.

References: Mrs. Peary's *Journal*; Rice, *Outline of History and Literature*; Schwatka, *Children of the Cold*; Kipling, *Jungle Book*;

Heilprin, *Distribution of Animals*; Nansen, *The First Crossing of Greenland and Farthest North*; Wright, *Greenland's Ice Fields and Life in the North Atlantic*; *The Search for Franklin*; Baldwin, *The Search for the North Pole*; Martin, *Human Body*; Jackman, *Nature Study and Related Subjects*, pp. 80-85; Richards, *Chemistry of Cooking*; Cooke, *Nature Myths*; Longfellow, *Hiawatha*; Jane Andrews, *Seven Little Sisters and Each and All*.

Third and Fourth Grades

Gertrude Van Hoesen

Geography for the Third Grade: In the work planned for January it is only possible to make excursions to the different places that will represent the food supply of the city. They will only be able to get some idea of the immense amount of food shipped into the city.

The work for February will consist of a study of the sources of all of these supplies by means of stereopticon views, pictures, and descriptions.

I. Fruit.

1. The orange and lemon groves of Florida and California. How are these fruits prepared for shipping?

2. Where are the grape-fruit and tangerine found?

3. The banana groves; pine-apple fields; date and cocoanut palms; olive and fig orchards.

II. Vegetables and grains.

1. The large market gardens near Chicago.

2. Those of California owned by the Chinese.

3. The large farms of Illinois.

III. Animals.

1. The large stock farms of the West, with its typical life.

2. The life of the hunter who captures and ships the game.

IV. Means of transporting these things into the city.

The children will be given some idea of Chicago as a railroad center by drawing into a large picture the railroads which bring the food from the different sources.

Geography for the Fourth Grade: During January the children are studying Lake Michigan in its relation to the life of a great city. In February, by means of the stereopticon, pictures, and written and oral descriptions, they will be taken out of their environment to the life of the ocean, and be led to see that the only difference lies in the fact that the water is salt, thereby producing a different animal life and influencing the industries to some extent.

By means of the stereopticon, views of many coasts will be shown, and the following points considered:

I. The life of the people.

1. Their homes.

2. Their occupations.

II. What has been done to protect the lives and industries of these people?

1. Lighthouses.

2. Fog-horns.

3. Buoys.

4. Life-saving stations.

Stories of the bravery exhibited by these men during the storms along the coast. One of these stories will be adapted from a scene in *A Singular Life*.

III. Animal life will be especially studied.

1. Fish.

2. Oysters.

3. Lobsters, etc.

4. Sponges.

5. Polyps. (a) Coral. (b) Sea-anemone.

6. Star-fish, sea-urchins, sea-cucumbers.